

JOB DESCRIPTION

Job Title: Assessment Coordinator	Accountable to: Director of Language Centre
Contract Length: Permanent	Weeks per year: 52
Hours per week/FTE: 37	Grade: 5
Salary: TBC	
Service: The Language Centre	Location: 272 High Holborn, WC1V 7EY

Purpose of Role:

- To lead as the Language Centre authority on English language assessment and testing; this for Language Centre students and staff as well as for wider UAL staff, including those processing offers to students from overseas.
- To run English language tests and assessments for the Language Centre and University and ensure appropriate training and test information is available to relevant parties.

Duties and Responsibilities:

- To strategically develop the Language Centre Assessment and Testing programme and services. For example: frequency of tests, range of tests, test preparation courses for students
- To set up and run annual Progress testing sessions for students progressing from one level or course to another within the University. This to include promotion, staffing, timetabling, marking and results collation as well as materials development, text selection and liaison with external consultants and service providers on test materials.
- To set up and run marking standardisation sessions for markers of the UAL Progress Test, Preseasonal and any other assessments. This to include keeping records of training and those trained, plus performance monitoring.
- To develop a bank of materials to be used for standardisation of Language Centre markers, as well as for informing wider UAL staff on what language assessments mean.
- To manage the set-up of computer-based language testing
- For any academic English courses the Language Centre offers that lead to tests or examinations, including those run overseas, to advise Course Leaders and Tutors on testing and assessment as appropriate.
- To develop and promote self-access information for students on tests and examinations.
- To monitor and keep up to date all information, including online, given by the Language Centre on language testing and assessment and entry requirements including the various equivalences of different acceptable examinations and tests.
- To work with Language Centre, International Centre and college International Office staff checking any less standard qualifications presented. To keep records of qualifications checked and outcomes.
- To update the language tests and exams equivalence chart as appropriate, benchmarking against other institutions' requirements and any official information released by UKBA, testing companies or other authorities.
- To report and advise senior management team on equivalence issues.
- To collect information on new tests (eg PTE) – to advise on use by our students and to update and train as appropriate both teaching and other staff.
- To research and report annually on the impact of other methods of demonstrating having met the language entry requirements.
- To attend relevant meetings/committees/conferences, eg the Admissions Managers' Group.
- To create annual and monthly work schedules for the programme, assigning tasks to team members as appropriate, and the supervision of that work.

- To teach up to 252 hours per year on the Language Centre language programmes
- To attend Language Centre teacher meetings as appropriate
- To support the Language Centre Course Leaders by taking on some teaching observations, feedback and report writing and advising them as described above.
- To participate in the development of cultural awareness, Plain English and Internationalisation of the curriculum work.
- To perform such duties consistent with your role as may from time to time be assigned to you anywhere within the University
- To undertake health and safety duties and responsibilities appropriate to the role
- To work in accordance with the University's Equal Opportunities Policy and the Staff Charter, promoting equality and diversity in your work
- To undertake continuous personal and professional development, and to support it for any staff you manage through effective use of the University's Planning, Review and Appraisal scheme and staff development opportunities
- To make full use of all information and communication technologies to meet the requirements of the role and to promote organisational effectiveness
- To conduct all financial matters associated with the role in accordance with the University's policies and procedures, as laid down in the Financial Regulations

Key Working Relationships: Managers and other staff, and external partners, suppliers etc; with whom regular contact is required.

- Language Centre, International Centre and College International Office administrators.
- Language Centre Course Leaders and Tutors
- Students
- Test providers, eg ELT Ltd, Pearson, Cambridge ESOL, University of Reading

Specific Management Responsibilities:

Budgets: Testing Budgets in conjunction with Head of Assessment and Testing and Head of Language Centre

Staff: As appropriate

Other (e.g. accommodation, equipment): As appropriate

Job Title: Assessment Coordinator

Grade: 5

Person Specification

Specialist Knowledge/ Qualifications	Relevant teaching qualification (minimum DELTA equivalent) MA Linguistics or equivalent In-depth knowledge of English language testing, assessment and qualifications
Relevant Experience	Experience of ELT management or assisting with same Significant teaching experience in ELT, EAP and /or ESP Teacher-training experience related to assessment and standardisation Formal experience as an assessor on English language tests and assessments Experience of organising large scale time-based examinations that comply with institutional and external requirements e.g. UKVI regulations
Communication Skills	Communicates effectively orally and in writing adapting the message for a diverse audience in an inclusive and accessible way Uses appropriate levels of IT skills to enable best use of available information and communication to support learning and organisational effectiveness as necessary for the post
Leadership and Management	Motivates and leads a team effectively, setting clear objectives to manage performance Experience of allocating and supervising work for assistants on short, medium and long term time scales
Research, Teaching and Learning	Applies innovative approaches in teaching, learning or professional practice to support excellent teaching, pedagogy and inclusivity

	<p>Ability to adapt approach and style to suit learners' needs.</p> <p>Ability to monitor and assess learning, giving feedback and guidance.</p>
	<p>Applies own research to develop learning and assessment practice</p>
Professional Practice	<p>Contributes to advancing professional practice/research or scholarly activity in own area of specialism</p> <p>Commits to own development through effective use of the University's appraisal scheme and staff development processes</p>
Planning and managing resources	<p>Plans, prioritises and manages resources effectively to achieve long term objectives</p> <p>Ability to set up and manage a testing or assessment team to run a large scale test (ie for up to 120 students at a time), and co-ordinate marking and results production</p>
Teamwork	<p>Works collaboratively in a team and where appropriate across or with different professional groups</p> <p>Ability to co-ordinate own effort with that of others so that work is completed effectively in line with team objectives.</p> <p>Ability to plan and prioritise own work and that of others, monitoring progress and taking corrective action where necessary</p> <p>Experience of being involved in internal and external networks, pursuing a shared interest.</p>
Student experience or customer service	<p>Builds and maintains positive relationships with students or customers</p> <p>Ability to maintain accurate and up to date knowledge of services available in own and</p>

	<p>related areas of work adapting services and systems to meet student and customer needs.</p> <p>Counselling and advising students or customers who are unsuccessful in formal assessments</p>
Creativity, Innovation and Problem Solving	<p>Suggests practical solutions to new or unique problems</p> <p>Ability to initiate processes and procedures to resolve problems, anticipating difficulties and identifying practical ways of overcoming or preventing them.</p> <p>Analyses routine data and produces full and accurate reports where necessary</p> <p>Assesses the comparative merits of various sources and other types of data and different modes of analysis.</p>

The application form sets out a number of competence questions related to some of the following selection criteria. Shortlisting will be based on your responses to these questions. Please make sure you provide evidence to demonstrate clearly how you meet these criteria